

FIRST GRADE MATHEMATICS

Priority Standard #1: Represent and solve problems involving addition and subtraction.

Develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20. Represent and solve addition and subtraction word problems including all problem types with unknowns in all positions (1.OA.1-2). Understand and apply properties of addition and subtraction and the relationship between addition and subtraction (1.OA.3-4). Fluently add and subtract within 10 by the end of first grade (1.OA.6.b). Understand the meaning of the equal sign and work with addition and subtraction equations (1.OA.7-8).

0 Not Covered

- 1**
- Cannot solve addition equations within 20 using a model or an explanation.
 - Cannot solve subtraction equations within 20 using a model or an explanation.
 - Cannot solve addition and subtraction word problems using any strategy with unknowns in any position.
 - Uses models, but cannot show the relationship between addition and subtraction.
 - Fluently add and subtract within 5.
 - Can show, but cannot demonstrate understanding of the equal sign with addition or subtraction equations.

- 2**
- Solve addition equations within 20 using a model or an explanation.
 - Solve subtraction equations within 20 using a model or an explanation.
 - Solve addition and subtraction word problems using some strategies to solve some problem types with unknowns in some positions.
 - Show understanding of the relationship between addition and subtraction by applying and using models.
 - Fluently add and subtract some problems within 10.
 - Show and demonstrate understanding of the equal sign with addition or subtraction equations.

- 3**
- Solve addition equations within 20 using a model, an explanation, and justify the answer using symbols.
 - Solve subtraction equations within 20 using a model, an explanation, and justify the answer using symbols.
 - Solve addition and subtraction word problems using a variety of strategies to solve problem types with unknowns in all positions.
 - Show understanding of the relationship between addition and subtraction by applying and using models based on the properties of operations.
 - Fluently add and subtract within 10.
 - Show and demonstrate understanding of the equal sign with addition and subtraction equations.



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Priority Standard #2: Understand and use place value.

Develop an understanding of whole number relationships and place value including grouping in tens and ones. Extend the counting sequence to 120 (1.NBT.1). Understand that the digits of a number represent the amount of ones and tens (1.NBT.2). Compare two two-digit numbers (1.NBT.3). Use place value understanding to add and subtract a two-digit number and either a one-digit number or a multiple of ten adding tens to tens and ones to ones (1.NBT.4-6).

0	Not Covered
1	<ul style="list-style-type: none"> Identify, count, and write to 120 with help or with many errors. The relationship of a two-digit number is seen as two distinct numerals (27 as a 2 and a 7). Construct incomplete representation of a two-digit numbers. Compare two, two-digit numbers and understands the numbers are different. Minimal understanding of the meaning of the greater than, less than, and equal to symbols. Minimal understanding of place value with addition and subtraction. Add and subtract 10 more or 10 less than a number using tools.
2	<ul style="list-style-type: none"> Identify, count, and write to 120 with few errors. Show an understanding of OR construct a representation of a number as a whole and its relationship with place value including grouping of tens and ones (ex. 27 is 2 tens and 7 ones, not 2 and 7). Use $<$, $>$, and $=$ when comparing two, two-digit numbers and use the meaning of the tens and ones digits. Add and subtract a multiple of ten from a two-digit number (ex. $46 + 20$) Add a two-digit number and a one-digit number (ex. $43 + 5$) Fluently add and subtract 10 more or 10 less than a number mentally, with counting and explain reasoning.
3	<ul style="list-style-type: none"> Identify, count, and write to 120 accurately and fluently. Show an understanding of and construct a representation of a number as a whole and its relationship with place value including grouping of tens and ones (ex. 27 is 2 tens and 7 ones, not 2 and 7). Use $<$, $>$, and $=$ when comparing two, two-digit numbers and justify using the meaning of the tens and ones digits. Show, justify, and explain when adding or subtracting a multiple of ten from a two-digit number (ex. $46 + 20$) Show, justify, and explain understanding of tens and ones when adding a two-digit number and a one-digit number (ex. $43 + 5$) Fluently add and subtract 10 more or 10 less than a number mentally, without counting and explain reasoning.



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Priority Standard #3: Develop concepts of measurement.

Order and compare lengths of three objects (1.MD.1). Develop an understanding of linear measurement and measuring lengths as copies of same-length units. Measure lengths indirectly by laying copies of an object end to end and express the measurement as a whole number (1.MD.2).

0	Not Covered
1	<ul style="list-style-type: none"> Order and compare the lengths of three objects without accuracy. Measure using iterations with gaps or overlaps.
2	<ul style="list-style-type: none"> Order and compare the lengths of three objects accurately. Demonstrate and model an understanding of linear measurement using a variety of same-length tools. State the length of an object as a whole number of length units by laying multiple copies of a shorter object.
3	<ul style="list-style-type: none"> Accurately order and compare the lengths of three objects. Explain and justify the reasoning of the order. Accurately demonstrate and model an understanding of linear measurement (ex. end to end, no gaps, no overlaps) using a variety of same-length tools (ex. same size paper clips, same size cubes). State the length of an object as a whole number of length units by laying multiple copies of a shorter object, end to end.

